



Astley Park School **Overview Provision Map**

Area of need	Wave 1	Wave 2	Wave 3
Cognition and learning	Differentiated curriculum planning Personalised Outcome Plan (POP) In class TA/Teacher support Visual Supports and timetables Use of writing frames Access to ICT Teacher/TA/Peer Modelling Sign-along support TEACCH workstations/environment Total Communication Environment Modified Curriculum pathways Working walls Dyslexia friendly initiatives Sounds Write (KS1,2,3) Pre-Sounds Write Curriculum Numicon (KS1,2,3)	Literacy and numeracy catch-up interventions Booster lessons Targeted in class 1:1/small group support Reduced/increasingly individualised timetable Guided Reading within lessons Facilitating existing Sensory Diets/snacks Social and Communication interventions Workstation Inclusion Link PALS referral Sounds Write (KS4) Numicon (KS4) SCERTS Attention Autism	Pupil Additional Learning Support (PALS) intervention – Functional skills Specialist teacher/ Professional support/Advice i.e. SENCO, SALT, OT, Specialist sensory integration OT, Physiotherapist, VI, HI, Educational Psychologist
Communication and interaction	As above (cognition and learning). Use of modified language. Use of Communicate In Print symbols Use of sign-along/sign of the week Use of structured routines, environments, activities i.e. TEACCH Use of role play Circle Time Pupil Profile SALT baseline assessment SALT Profile Total Communication Environment	Targeted in class support with focus on speech and language/Social Communication Use of additional ICT Introduction/Use of AAC (as appropriate) Writing with symbols Facilitating existing Sensory Diets/snacks POP based on SCERTS objectives PALS advice surgery SALT advice surgery PALS referral Attention Autism	PALS intervention - Small group or 1:1 support for language/communication including Intensive Interaction, Attention autism and signing, AAC and social skills groups. Targeted PALS support in the local community via Educational Visits to social/play/sensory settings Specialist teacher/ professional support/Advice i.e. SENCO, SALT, HI, OT, specialist sensory integration OT, Educational Psychologist, CAMHS



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Social, emotional and mental health difficulties	<p>POP Whole school behaviour policy, rules, reward systems Circle Time Positive Play times PSHE focused work Peer mentoring Golden Time Pupil Profile Class risk assessment Work station Quiet/sensory area in classroom Fidget Toys/Sensory Toys Positive behavioural strategies – Team Teach Social and Emotional Aspects of Learning (SEAL) ALERT Programme Social Stories</p>	<p>Small group targeted SEAL intervention In class support for behaviour/ targets/access/safety – Behaviour Manager surgery Risk Management Plan (RMP) Learner’s Support Plan (LSP) Social skills intervention group Personalised reward systems Facilitating existing Sensory Diets/snacks Take a “break” system “How does your engine” run targeted intervention SCERTS assessment/Curriculum introduction Lunchtime Attachment Group BOXALL assessment Parent/Carer Manager Support PALS referral</p>	<p>Small group or 1:1 support for social skills and sensory input by PALS team. Individual Behavioural Support, mentoring or counselling. Social skills training or anger management. Targeted support in the local community via Educational Visits to social/play/sensory settings. Specialist teacher/ professional support/Advice i.e. Behaviour Support Mentor, SENCO, SALT, OT, Specialist sensory integration OT, Educational Psychologist, CAMHS Counselling</p>
Sensory and physical	<p>Flexible teaching arrangements Quiet working environments Sound level indicator display Brain Gym/ wake up & shake up/Play doh gym Workstation/TEACCH environment Quiet/sensory area in classroom Fidget toys/Sensory toys Pupil Profile Class risk assessments Writing slopes and pencil grips ICT Support Improved accessibility of building Moving and Handling Training ALERT programme Specialist resources i.e. ball chairs/ wobble boards Sensory Circuits (Outdoor equipment) Class based Shine Therapy OT Support Sensory Studio</p>	<p>Lessons/group activities that include movement i.e. maths on the move. LSP RMP PHP Facilitating existing sensory diet/snack in class/ outdoor school environments. Ear defenders/ personal CD players/ sunglasses/ visors Additional fine motor practise i.e. Fizzy Kids Physiotherapy programmes that can be overseen in class. In class support for supporting access/safety. Personalised sensory boxes. Workstation TEACHH POP based on SCERTS objectives. PALS referral</p>	<p>Small group or 1:1 support for additional sensory and physiotherapy input by PALS team or therapist. Enhanced Access to Sensory Studio Specialist teacher/ professional support/Advice i.e. OT, Specialist sensory integration OT, SENCO, Educational Physiotherapist, CAMHS Access to external sensory settings/ environments. Full OT Sensory Processing assessments</p>



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